



RESOLUTION

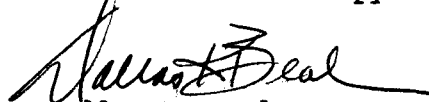
adopting

MISSION STATEMENT OF THE CONNECTICUT STATE UNIVERSITY

June 12, 1992

- WHEREAS, Section 10a-89 of the Connecticut General Statutes requires the Board of Trustees of the Connecticut State University to develop the Mission Statement of the University, and
- WHEREAS, The existing Mission Statement of the Connecticut State University system was adopted by the Board of Trustees in its Resolution No. 84-205 on December 7, 1984, and amended by Resolution No. 86-145 on October 3, 1986, and
- WHEREAS, A system-wide faculty and administrative committee has reviewed the existing Mission Statement and has proposed the attached revision, therefore be it
- RESOLVED, That the Board of Trustees of the Connecticut State University hereby repeals Trustees Resolutions 84-205 and 86-145 and adopts the attached Mission Statement of Connecticut State University, and be it
- RESOLVED, That pursuant to Section 10a-6 of the Connecticut General Statutes the President of Connecticut State University is directed to submit the Mission Statement of Connecticut State University to the Board of Governors of Higher Education for its review and appropriate action.

A Certified True Copy


 Dallas K. Beal
 President





Connecticut
State
University

Central • Eastern • Southern • Western

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August 2, 1993

Dr. Andrew G. DeRocco
Commissioner of Higher Education
61 Woodland Street
Hartford, CT 06105

Dear Andrew,

I am pleased to transmit to you copies of the CSU Mission Statement and campus Role Statements.

The Mission Statement was developed by a system-wide faculty and staff committee in 1992. At that time it was shared informally with Mark Johnson for comment. The Trustees officially adopted the Mission Statement in June 1992.

With the adoption of the Mission Statement, each campus organized a faculty and staff advisory committee to develop Role Statements consistent with the Mission. The Role Statements were presented to the Trustees at their July 1993 meeting with the favorable recommendation of campus and system administrations.

I'll be happy to respond any questions you may have about these documents.

Sincerely,

Dallas K. Beal
President



An Equal
Opportunity
Employer

Mission Statement
of
Connecticut State University



June 12, 1992



In 1983, at the time the institutions which comprise the Connecticut State University were granted university status, the Governor of the State of Connecticut gave the following charge to the Trustees:

*t*o pursue excellence in the preservation and advancement of knowledge, to respect freedom of speech and thought in all aspects of the academic process, to support our state's economy through instruction, research, and service, and — most important — to encourage Connecticut students of all ages, races, religions, national origins, and social conditions to develop their full potentials so that they may contribute more effectively to our society and live richer, fuller lives as individual human beings.

The entire Connecticut State University community enthusiastically accepts this mandate.



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PREAMBLE

Connecticut State University is a system of four comprehensive¹ public universities: Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven, and Western Connecticut State University in Danbury.

As public universities in a democratic society, CSU institutions pledge themselves to enlist students of all social conditions and all ages, races, religions, and national origins; to inspire students with an eagerness for learning; and to encourage students to use their knowledge, talents, and insights in ways that benefit others as well as themselves.

The Connecticut State University system is committed to:

- Quality programs and service--quality being the foremost concern of faculty and administration;
- A broad range of programs that respond to the changing and enduring needs of Connecticut's citizens; and
- Low tuition and fees for students as the surest guarantor of access to higher education.

¹Carnegie Foundation for the Advancement of Teaching, A Classification of Institutions of Higher Education, 1987 Edition, Princeton, NJ.

Connecticut State University institutions give primary emphasis to instruction and learning. Scholarly and creative activities and public service are essential functions integrated with instruction and learning in ways that differentiate CSU institutions from traditional research universities.

THE UNIVERSITY SERVES A DIVERSE COMMUNITY

The Connecticut State University system recognizes and celebrates the diversity of its students. The University actively seeks as students women and men who reflect the racial, cultural, ethnic, social, and economic diversity of the State of Connecticut.

All citizens who have the ability and are willing to make the necessary effort for self-development have a claim to opportunities in the Connecticut State University. The University is pledged to respond by providing appropriate academic programs and student services.

CSU serves students from every town in Connecticut as well as students from other states and nations. Out-of-state and international students contribute a valuable cosmopolitan dimension to the learning environment.

CSU serves students of all ages and affords the opportunity to study full-time or part-time, day or evening, on weekends, and during Fall, Spring, and Summer sessions. While many undergraduates are commuters, on-campus living accommodations are a necessity for a significant number of the students. Transfer students from two- and four-year institutions are welcomed throughout the system.

The University pledges to create safe and welcoming environments for women and men and to encourage full participation of all students without regard to gender or sexual orientation. The University is committed to serving students with disabilities.

In order to extend the range of admissible undergraduates, the University is committed to special opportunity programs for students who have the potential for academic success but lack the traditional preparation.

The University provides graduate students a wide variety of Masters and sixth-year programs as well as post-baccalaureate teacher certification programs. Most graduate courses are offered during late afternoon and evening hours throughout the year to accommodate working adults. In its graduate programs, CSU is sensitive to the changing needs for professional and cultural development of the people of Connecticut.

THE UNIVERSITY EMPHASIZES LEARNERS' COMMUNITIES

The primary emphasis of the institutions within Connecticut State University is instruction and learning. The goal of faculty and staff is to create learners' communities in which a genuine collaboration between faculty and students ignites enthusiasm for discovering and developing knowledge. To this collaboration student-learners bring a wide range of aspirations and ideas, and faculty bring a spirit of inquiry, experience, and professional knowledge.

The scope of instruction within Connecticut State University includes the full range of liberal arts disciplines, teacher education, and career programs at the Bachelors, Masters, and Sixth-year levels. Liberal arts constitute the basis of all instructional programs within the University. Teacher education is the historic function of CSU institutions and remains a statutorily-mandated "special responsibility."² Career programs are those which prepare students for productive employment in responsible positions requiring analytic abilities and sound judgment.

Within the instruction and learning process there are three specific goals:

- to insure that students have the opportunity to enhance skills in communication, mathematics, critical thinking, and research;
- to provide students with a broad general education in the liberal arts which will equip them with the capacity to learn, evaluate, appreciate, and adapt;
- to challenge students with current approaches and depth of knowledge in their major areas of study.

²Connecticut General Statutes Section 10a-149, "the board of trustees of the Connecticut State University...shall have special responsibility for the preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education, and authority for providing liberal arts and career programs at the bachelor, master, and sixth year level..."

All programs at the University are animated by the need for students to learn to live with diversity.

It is also the goal of the University to assess student progress and the standards used to measure it. This must be done rigorously but sensitively.

The learning communities within CSU operate in partnership with institutions of the national and international communities of which the University and its students are members. Field work, internships, student teaching, Co-op experiences, and education abroad are essential components of many programs. These experiences require partnerships with professionals in schools, businesses, public and private agencies, and foreign universities who supervise CSU students and share with them their professional knowledge. World-wide library and communication networks are necessary supporting facilities. Quality education in the 21st Century will be responsive to diversity and integrated with the total world community.

THE UNIVERSITY RECOGNIZES SCHOLARSHIP AND CREATIVE ACTIVITIES
AS INTEGRAL TO LEARNERS' COMMUNITIES

Scholarly and creative activities strengthen the faculty's professional development and enrich the learning environment for students. Such activities add authority and credibility to faculty

members' teaching. These activities enable faculty to be role models for their students and afford students opportunities to learn scholarly and creative techniques. Student scholarship and creative activity is an essential outcome of the learning community.

Scholarship and creative activities by faculty involve the development of new knowledge and insights that are shared with other members of the community. Scholarship includes basic and applied research and publication, work leading to presentations to scholarly societies, and other forms of study which enable faculty to enhance professional expertise and share it with others. Creative activities in the arts involve performance, exhibition, play production, publication, and other means of sharing artistic expertise.

Scholarly and creative activities are essential in maintaining faculty professionalism and in supporting and enhancing instruction; therefore the University makes a continuing commitment of its resources to sustain such activities.

Knowledge and creative output by faculty and students benefit the public at large in many direct and indirect ways. Making such work available to a broader public is an aspect of University public service.

THE UNIVERSITY ENGAGES IN PUBLIC SERVICE

Public service has long been recognized as part of the mission of the Connecticut State University and is a logical extension of the learners' community.

Continuing education offerings for part-time students are an especially prominent feature of CSU. Regular courses, seminars, and labs at both the undergraduate and graduate levels as well as specially designed offerings to meet occupational and professional needs are scheduled at times that make them available to the working population. Such instruction may be offered at worksite locations and community centers as well as on the campuses.

Consulting and voluntary service, applied research, training programs, exhibits, plays, sports, and concerts are means by which faculty and students share their expertise and render public service to the people of Connecticut. A variety of centers and institutes have been established within CSU to carry out projects funded by the federal government or other external sources.

Grants and contracts often provide the opportunity for students to be employed as junior members of a professional team applying academic disciplines to the real problems of society. Such projects provide especially effective learning environments for students and enable them to have the kind of practical experiences that future employers will seek.

The work which students do for schools, public agencies, and private businesses as interns, Co-op workers, student teachers, or volunteers is also a form of public service for the organizations that provide these learning experiences.

Just as the discovery of new knowledge is an integral part of the work of learners' communities, so too is the application of knowledge

beyond the campus. Such application is a true laboratory experience. Thus, the boundaries between CSU institutions and the communities surrounding them will increasingly be transcended as instruction and learning, scholarly and creative activities, and public service are perceived to be interactive and interconnected.

THE UNIVERSITY SUPPORTS STUDENT LIFE
AND STUDENT DEVELOPMENT

Student life and development services are essential educational functions of the University. Student personnel professionals provide a number of direct services to students such as financial aid, health services and wellness programs, counseling and career planning, student employment, campus ministry, student discipline, cultural programming, and residence life activities.

In addition, these professionals coordinate a broad range of co-curricular activities that compliment the academic program and provide students valuable opportunities for development of interpersonal skills and leadership talents. Such activities include student publications and radio stations, student government, a broad range of clubs and activities, intramural and intercollegiate athletics, and organized recreational programs.

These services enhance the quality of students' lives, facilitate their learning, and help prepare them to become productive citizens and leaders.

UNIVERSITY ADMINISTRATION AND GOVERNANCE FOSTERS LEARNERS' COMMUNITIES

Administration and governance of the Connecticut State University is guided by a deep commitment to collegiality and academic freedom and by board policies and state law and provides an environment in which learners' communities can flourish.

Each institution within Connecticut State University is headed by a President who has broad authority in the administration of that institution. The presidents are advised by faculty and staff colleagues organized in campus Senates.

The four institutional presidents report to the President of the Connecticut State University who in turn is responsible to the Board of Trustees for the successful operation of the total system. The President of the Connecticut State University is assisted in the performance of his responsibilities by the staff of the CSU Executive Office.

Connecticut State University is governed by a sixteen-member Board of Trustees, fourteen of whom are prominent women and men from all walks of life appointed by the Governor of Connecticut and two of whom are students elected by their fellow students.

Connecticut State University is one of four constituent units of the state's public higher education system which is coordinated by the Connecticut Board of Governors of Higher Education.